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ABSTRACT

Elderly and working families with young children have been strongly affected by social changes, particularly in the areas of low-cost quality child care and meaningful opportunities for the elderly. The feasibility of an intergenerational program in which non-center-based, low-cost child care could be provided while expanding employment and experiential opportunities for the elderly was explored. Individuals (N=65) in the fields of child care, aging, and intergenerational programs in the San Francisco Bay Area were interviewed; additionally, 15 individuals participated in a problem-solving meeting. The information generated by interviews, reactions to the project, and the problem-solving session were evaluated. Analysis of the data revealed that a sufficient demand for child care services and a need for elderly employment expansion within the field of child care existed to merit the development of an intergenerational child care service program. Results indicated, however, that significant attitudinal issues needed to be addressed within the community before such a program could be successful. (Although geographically specific, this study could serve as a model for other communities considering intergenerational child care programs.) (NRB)

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EXPLORING EMPLOYMENT OPPORTUNITIES FOR THE ELDERLY IN CHILD CARE SERVICES: A FEASIBILITY STUDY

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FOREWORD

This report describes the results of one in a series of Independent Research and Development Projects funded by the Far West Laboratory for Educational Research and Development, using its own resources generated by fees earned on various contracts. These Independent Research and Development Projects, conducted by individual professional staff members of the Laboratory, represent pilot efforts that address new problem areas of significance to regional or national educational needs or that probe new resource or methodological areas heretofore unexplored by Laboratory staff.

Awards are made on a competitive basis annually or semiannually, depending on available funds. In addition to requirements that the projects be completed within nine months and require less than one quarter person year effort of any Laboratory employee, the proposals are scored on four criteria: (a) they must promise to open a new area of research or development or extend significantly the productivity of an existing area, (b) they must be of high quality, (c) they must be difficult to fund through known private, governmental, or foundation funding, and (d) they must be closely related to the Laboratory's mission.

Following review by the Independent Research and Development Committee, recommendations for funding are forwarded through the Laboratory Director to the Program Committee of the Board of Directors of the Laboratory for their review and approval.

The following is a listing of the Independent Research and Development Project award recipients and a brief description of their projects.

Joaquin Armendariz. Development of Resources Relating to Systemic Design Models and Methodologies. This project tests the feasibility of developing instructional resources in design models and design methodologies for educational practitioners. Two monographs describing significant design approaches and key reference works will be prepared.

Ann Bouie. Identification of the Problematic Situation. The extent to which students assume responsibility for the acts that result in disciplinary measures as compared to the extent to which they see the causes as lying outside their control is the primary focus of this study. Though these explanations cite factors beyond direct, student control, thus overlooking the potential influence of free choices, perceptions of acts, and contexts in which these occur.

Matilda Butler. Dynamics of School Health Education in the Far West Laboratory Region: A Pilot Study. School health education represents a challenge for the 1980s. This project is designed to provide information on the needs, goals, programs, participants, materials, etc., of school health education in Northern California, Utah, and Nevada.

Information is gathered through interviews with key state personnel and questionnaires sent to school district personnel.

Paul R. Christensen. Educational Use of Microcomputers. This project summarizes the current state-of-the art on educational use of low-cost, high-capability, self-contained microcomputers; develops a taxonomy by which to characterize typical computer-augmented learning environments; and describes teacher perceptions of the "computer readiness" of students and the positive and negative factors in the learning environments.

Natividad DeAnda. Competencies of Leaders and Managers in Educational R&D. The study's goal is to produce an outline of competencies essential to successful management and leadership of educational projects, by analyzing job descriptions of managers and non-managers at the Laboratory for skill and knowledge areas utilized in their work. The study provides data for determining which competencies are considered essential to program management at the Far West Laboratory.

Jill S. Evenson. A Survey of Work-Related Attitudes of Professionals in Special Education. This study examines the attitudes toward work of teachers and administrators engaged in special education--persons who are in a position to exert strong influence on the developing work values of handicapped young persons. The study is seen as an exploratory step into needed research in work-related attitudes of handicapped young people and the effect on them of attitudes of their teachers.

J. Ronald Lally. Expanding Experiences and Employment for the Elderly through Non-Center Based Family Child Care. This project is a needs assessment and feasibility study designed to investigate the possible creation of a system for delivering quality child care services and meaningful employment for the elderly in child care.

Chesca Piuma. Feasibility Study: Developing a Vocational Education Training Program for Severely Handicapped Adolescents and Young Adults. This study investigates the feasibility of developing five vocational education curricula for severely handicapped (trainable mentally retarded) adolescents and young adults (ages 13-21) in the employment areas of gardening, housekeeping, laundry, minor auto maintenance, and food services.

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EXECUTIVE SUMMARY

The increasing pressures of living in today's complex and rapidly changing society have had a stressful effect on all social groups. However, family research has recognized that during particular periods in life, e.g., child launching, post-prenatal transition, retirement, widowhood, relocation or institutionalization, individuals or families may experience dramatic increases in stress resulting in the inability to cope effectively with demands of everyday living.[1]

The Far West Laboratory's department of Human Development has focused its attention on two particular social groups in normative transition which seem to experience great stress, and yet, who often have the fewest social support resources at their disposal. These groups are the elderly and mothers working outside the home with young children.

The reasons why certain transitional phases, such as parenting and retirement and aging, have become especially stressful periods in the United States can be attributed to many factors: inflation, the changing social roles of women, myths and stereotypes of the elderly, a youth-oriented culture and the "taxpayer revolt" which has resulted in shrinking dollars for social services are among them.

Today, many elderly people live in a climate of pervasive anxiety. Individuals who have been self-sufficient and planned for a comfortable retirement now struggle to survive on fixed incomes which cannot keep pace with currently spiraling costs of living. Unfortunately, older persons' problems are further exacerbated by their frequent alienation from the mainstream of society. This social alienation, in part, can be attributed to myths, stereotypes, and negative attitudes regarding the elderly which have been

spawned by a youth-oriented society which fears the realities of growing old. Older persons attempting to cope with their problems by augmenting meager incomes and opportunities to interact in meaningful ways with other age groups are largely frustrated in these efforts to participate more fully in society.

Mothers who work outside the home face different, but no less stressful problems. The difficulty of obtaining consistent, quality child care services for their children while attempting to maintain a career is a major obstacle to be overcome for many parents. The additional burden of maintaining multiple responsibilities for home, family, and job is further complicated for many by the lack of social resources which support and nurture the family unit.

When examining the myriad of problems which are faced by the elderly and mothers working outside the home, several major issues emerge. They are:

1. The lack of opportunities for meaningful employment and social experiences which meet the particular needs of the older individual.
2. The lack of non-center based quality child care and support services which meet the needs of working mothers with young children.
3. The lack of opportunities for meaningful life experience exchange between families with young children and elderly individuals.

The Human Development department sought to examine more closely the previously highlighted issues. The study described herein reflects a direct effort on the department's part to investigate the issues surrounding the feasibility of creating a social support system which would expand employment and life experiences for the elderly through the creation of child care and support services for working mothers and their children. The study was intended to assess community attitudes and receptivity toward the concept of a non-center based intergenerational child care program which would serve as an initial step toward a community-wide comprehensive support system for families.

The study consisted of five phases. During Phase I, the target area for study was selected and project implementation strategies were developed. The San Francisco Bay Area was chosen because of its proximity to the Laboratory and high density of residents who were over sixty-five. During Phase II, materials required to conduct the study were developed and pilot tested. Materials included a telephone interview form, project abstract for dissemination, and documentation materials to record project data. Preliminary interviews indicated that minor modifications were necessary to facilitate the interview process. These changes were made at the conclusion of this phase. Phase III involved the implementation of the study information collection plan.

During Phase IV, the interview data and information gathered from the problem-solving session were compiled and analyzed. Although the findings from a small sample of individuals in the Bay Area are not necessarily representative of other areas in the country, the information did point to major issues which must be addressed before a project of this kind can be successfully undertaken in other communities.

A total of 65 key individuals in the fields of child care and aging and intergenerational programs in the Bay Area were contacted by project staff. Individuals who were interviewed represented the following professional fields, population groups or agencies:

Senior citizen job counselors
Gerontologist

Senior citizen program administrators
Senior advocacy groups

Senior recreational program directors

Senior citizens
Church social service programs

Federal aging programs
State aging programs

Intergenerational child care programs
Minority group aging programs

Child development professionals
Parents

Demographic research personnel
Child care information and referral programs

A total of 147 completed interviews or information gathering contacts were conducted. In many cases, more than one interview was conducted by telephone or in person with the selected interviewee. The information gathered was systematically recorded and the data was analyzed during later study phases.

A group meeting in which interviewees were invited to participate in a problem-solving session was held at the Laboratory during the latter half of the information-gathering phase. Fifteen individuals gave of their time and expertise by participating in a discussion of intergenerational program planning topics and issues. Major issues or points raised in the discussion were recorded and used as part of the data during the analysis phase.

The results of the study indicated that there were significant attitudinal issues that need to be addressed within the community before any project of this nature can succeed. Misconceptions about the elderly and lack of understanding about employment opportunities in child care must be overcome through public education efforts. Community social service groups serving both the elderly and working mothers also need to be encouraged to facilitate this type of project through networking activities.

Though a few successful programs exist in the Bay Area which involved the elderly in provision of various forms of child care, it is clear that additional opportunities can be created to offer a wider diversity of options for the elderly. Minority individuals who are in particular need of augmenting their incomes were identified by community participants as a potential audience

for a project of this kind. (It will be necessary to design a flexible program which takes into consideration the particular employment needs of the elderly, e.g., part-time work, shorter hours, job sharing, support services.)

Study findings indicate that intergenerational child care programs can be successful under the following circumstances: (1) if public education efforts are conducted to overcome pervading negative myths and stereotypes regarding older persons; (2) if community network facilitation between social service groups serving the elderly and working parents occur; (3) if a flexible service program were instituted that takes into consideration the particular needs of both the elderly and working parents. The establishment of programs which meet the listed criteria would contribute greatly to overcoming both the economic and social plight of aging individuals in society and to providing needed child care assistance for working mothers. Valuable economic, social, and emotional support systems for both groups within society would be fostered by the creation of additional intergenerational child care programs.

ACKNOWLEDGEMENTS

This report was made possible by the assistance of individuals in the fields of aging and child care. The availability of community service providers for lengthy interviews and group discussions was greatly appreciated. Their expertise and spirit of cooperation have made it possible for the Human Development department to move toward its goal of expanding intergenerational studies and service programs.

INTRODUCTION

The Far West Laboratory's recently established department of Human Development has been charged with addressing problems associated with constructive changes in the individual's capacity to function effectively in cognitive, affective, and social realms. The scope of department work includes non-schooling related projects that span the entire life cycle.

During the department's first year, activities were primarily confined to projects involving parents and children under five. In its second year, the department expanded these activities to include a new interdisciplinary project involving the fields of the aging, child development, and family studies. The needs assessment and feasibility study discussed in this report are part of an initial effort to examine issues related to the expansion of employment opportunities which further the development of older individuals and their involvement with other age groups within society.

PROBLEM STATEMENT

As we move into the 1980's, we notice that patterns of living within American society have changed dramatically. Many factors have contributed to these shifts in lifestyles, including inflation, the changing role of women, and the emergence of a youth-oriented culture. No group has escaped the effects of these changes; however, some individuals have felt their impact more than others. The elderly and working families with young children, two groups most strongly affected, are the focus of this paper.

Inflation has had its predictable impact on families with young children, as witnessed by the increasing numbers of households in which both parents must work. For the first time in our country's history, more than 50% of all married women are working outside the home. The incidence of single-parent families with the parent working outside the home has also increased over the past decade. In addition, more women are choosing to enter or reenter the work force for reasons of personal satisfaction.

As a result of these employment trends, child care placements have not been able to keep pace with the demand for services. In view of these circumstances, families are often forced to leave their children unattended, forego employment, or accept substandard care arrangements. Traditional government-supported child care programs have clearly been unable to meet the current demand. Existing federal programs are often designed to meet the needs of low-income parents, and thus are usually closed to middle-income families. Private centers are often costly, impersonal, unresponsive, and inconviently located. Family day care is often preferred because of its lower cost and more intimate environmental setting; however, parents commonly find that day care homes do not offer the high-quality services they are seeking.

Since it is unlikely that federal dollars will subsidize additional care, it is vitally important that local communities begin seeking their own solutions to the crisis in child care. Innovative low-cost programs need to be developed. These programs must be designed to utilize community resources which address specific local needs, and which have the capacity to reinstate rapidly disappearing social services.

The nation's elderly are experiencing monumental changes. Modern advances in medicine leading to increased longevity have made older Americans the fastest-growing age group in the nation. It is estimated that by the year 2030, over one-quarter of the population will be over 65.[2] Unfortunately, other statistics indicate that older persons are also becoming the "new poor." Individuals who had looked forward to a comfortable retirement are discovering that inflation has eroded the buying power of their fixed incomes dramatically.

> In 1974, the Bureau of Labor Statistics set budgets for an intermediate standard of living at $5,200 for the elderly couples... It was estimated at that time that nearly 11 million aged persons had incomes below this level. In fact, according to a report of the Senate's Special Committee on Aging, one out of every four persons 65 or over was actually impoverished. Even though average Social Security program benefits had increased by more than 80% between 1967 and 1972, average payments were still below the government's poverty benchmark. The average annual payment for retired workers in 1972 was $1,944 -- nearly $40 below the poverty level for single aged persons; for widows, the average annual payment was more than $320 below poverty level.[3]

The glorified dream of later years filled with time and money for leisure activities, travel, and the enjoyment with family and friends has turned into a nightmare of poverty and desolation for many. Robert N. Butler, in his book Why Survive? Being Old in America, states "The tragedy of old age is not the fact that each of us must grow old and die but that the process of doing so has been made unnecessarily and at time excruciatingly painful, humiliating, debilitating and isolating through insensitivity, ignorance and poverty."[4]

The youth-oriented nature of today's society has also had a dramatic effect upon older Americans. Social isolation, discrimination, and poor self-image due to stereotyping are in part the result of this phenomenon. A great many older persons find themselves, for all practical purposes, segregated from the mainstream of society. Some are pushed into retirement communities far from contact with other age groups. Others are isolated by poor health or the fear of leaving their homes alone. In some cases, social isolation has led to problems with alcohol and to suicide as a means of escape from a desolate existence.[5]

Discrimination against older persons has become more obvious in recent years as senior citizens attempt to remain in their jobs or to reenter the job market. Bias against the hiring or retaining of older workers is well recognized. A recent Department of Labor report cited by the Senate Special Committee on Aging on the Age Discrimination Act reveals that more than one out of every three establishments investigated in fiscal 1972 was found to be in violation of the act.[6]

In many cases, older people are interested in part-time or other flexible working arrangements. However, most employers are unwilling to create flexible options that would allow older individuals to work at their own pace or be paid on a completed-product basis.

Pervasive myths and stereotypes about the elderly directly influence the ways in which they are seen -- by others and by themselves. The media have certainly played a part in creating the images of serene but perhaps confused old ladies baking cookies and relaxed grandfathers drinking lemonade on the back porches. These superficial, fantasy-land pictures of growing old are reinforced in part by lack of understanding of the aging process and in part by lack of contact with older people in general.

> Ageism can be seen as a process of systematic stereotyping of and discriminating against people because they are old, just as racism and sexism accomplish this with skin color and gender. Old people are categorized as senile, rigid in thought and manner, old-fashioned in morality and skills. Ageism allows the younger generations to see older people as different from themselves; thus they subtly cease to identify with their elders as human beings.[7]

The problems faced by older individuals must be dealt with on a community as well as personal level. These problems cannot be ignored; they will surely become greater in the ensuing years as the ranks of the elderly grow.

This project was an attempt to explore ways to deal with the problems of the young and old competently so that both populations might benefit from new social arrangements.

The Human Development department staff felt that before designing a project to deal with patterns associated with youth and old age, a feasibility study was called for to determine whether such a program was needed and could be instituted. The nature of existing services, community attitudes toward the proposed type of plan, receptivity for establishing a project in this field, and many other issues needed to be examined. Two problems were quickly identified. They were:

1. The lack of low-cost, quality child care services that meet the varying needs of middle- and low-income working families.
2. The lack of meaningful experiential and employment opportunities that meet the needs and interests of the elderly.

As these two problems were examined, it became clear that the potential existed for finding mutually beneficial solutions to them. It might be possible to design a service system project in which various types of non-center based, low-cost child care could be created that would provide needed services for families while expanding employment, training, and life experience opportunities

for the elderly. An intergenerational* program of this nature would not only enhance linkage between services and individuals in the community, it would provide a creative low-cost solution to some complex problems on the local level.

*Intergenerational program: a program in which elderly individuals interact with various age groups.

METHODS AND MATERIALS

PROJECT OBJECTIVES

The notion of employing the elderly in services related to children is not a new one; but it has not been as successful as social planners thought it would be when it was introduced as a nationally supported idea in the 1960's. Our feasibility study was created to examine the reasons for this lack of success; and more importantly, to uncover strategies that if implemented would yield a successful service model for the creation of a work force of elderly persons providing a range of child care services. This force would be a community resource functioning independently of, but in affiliation with, agencies such as day care centers, schools, foster care homes, and family day care homes. The focus of such a project would be the creation of child care arrangements in which the elderly interact with children; high institutional costs would be eliminated, and at the same time meaningful personal contacts between children, their families, and the elderly would be increased.

PROJECT PLAN

The parameters for the Independent Research Study projects developed by FWL in large measure dictated the design of this project. The guidelines for these projects determined that the study had to be short-term (six months in duration), and only two staff members at less than 50% time could be utilized to complete the project. Thus, the study could be undertaken only on a small scale, and the implementation process had to be manageable by limited staff. The plan described below was developed in response to these realities.

The study was divided into five major phases: exploratory analysis of the problem, project materials development, information gathering, analysis of information collected, and summary of study findings.

Figure 1

Needs Assessment and Feasibility Study Plan

PHASE I.	EXPLORATORY ANALYSIS:	Preliminary problem analysis to generate implementation strategies for information gathering and analysis phases. Conducting literature review and demographic information search.	Nov. 1 - Dec. 1
PHASE II.	PROJECT MATERIALS DEVELOPMENT:	Formulate materials and coordination efforts necessary to carry out needs assessment study.	Dec. 1 - Jan. 1
PHASE III.	INFORMATION GATHERING STAGE:	Implement plans generated during exploratory analysis stage designed to accomplish information gathering tasks.	Jan. 1 - Apr. 30
PHASE IV.	ANALYSIS OF DATA	Group information collected in Phase III into categories and analyze.	Apr. 1 - May 1
PHASE V.	SUMMARY OF STUDY FINDINGS:	Based upon the organized data collected, evaluate the feasibility of various problem solutions for a model delivering selected child care services by the elderly in the local community.	May 1 - May 15

Phase I: Exploratory Analysis

The exploratory analysis phase was comprised of several major activities. These involved decision making, strategy building, and coordination efforts related to the planning and implementation of the project.

First, a target site for the project and target audiences for interviews were selected. Because of the limited time available for conducting the study, the site had to be proximate to the Laboratory; the fact that San Francisco has a relatively high proportion of elderly made it the logical choice.

The survey target audience for the project needed to be relatively small (due to time constraints), and particularly well informed. Therefore, the decision was made to interview key individuals within the San Francisco Bay Area who had expertise and field experience in the areas of aging, child care, or intergenerational program planning. This target group would consist primarily of project directors, program coordinators, and program administrators. An effort was made to insure that individuals representing diverse cultural backgrounds within the over-65 age group would be included. Agencies on the local, state, and national levels as well as private community and church programs were also tapped. Persons contacted by staff members were encouraged to suggest others of similar stature in the professional community so that they, in turn, could also be included in the study.

Another major activity of the exploratory analysis phase was the generation of interview strategies. It was felt that an informal, open-ended approach to interviewing key individuals would be the most effective; however, a preliminary interview question sheet was prepared to serve as a general guideline, identifying major information areas. It was recognized that not all questions would apply to all individuals and that persons interviewed might prefer to discuss

related topics. The questions were not intended to be scored or tallied; they were simply to serve as a framework for conducting the interviews with some measure of consistency.

A project abstract reflecting preliminary thoughts was planned which would be distributed as a reaction piece to interested key individuals. Project staff would then contact these individuals to determine their interest in the abstract and their reactions and attitudes toward the proposed project. The abstract would include hypothesized lists of needs related to child care services and employment opportunities for the elderly as well as project goals and service options. Key persons would be encouraged to comment on these lists and to add more items. They also would be asked whether the needs identified in the abstract were currently being met in the community; this was intended not only to identify ongoing services and key individuals, but to prevent future duplication of services. A meeting of key individuals was planned to take place at the conclusion of the interviewing process in Phase II. The meeting was designed to serve two functions. First, the session would provide an opportunity for community persons, who may not previously have had the chance to do so, to share information and exchange ideas. Second, it was assumed that issues regarding the feasibility of the project would be raised during the course of the interview process, and that the meeting would provide the forum for resolving some of these questions. Information shared at the session would be recorded and shared with participating individuals.

Phase II: Materials Development

During Phase I, it was determined that certain materials were needed to carry out information-gathering strategies. The materials developed were the project abstract, the interview question outline, contact sheets in which to

log interviews, and lists of potential agencies and individuals that would form the target group. The materials used in the study are found in Appendix A. Resource lists gathered by department staff in the past were used to generate the first round of target individuals to be contacted. During the interview process, the target list was expanded through referrals to generate new names and groups to interview.

Phase III: Information Gathering

Interview Process

The interview process employed a three-step strategy. First, the key person was contacted by telephone and informally interviewed (or asked for permission to interview at a later date). At the conclusion of the preliminary interview, the subject was invited to participate further in the project by critiquing the abstract and/or participating in the problem-solving meeting later in the year. In the second stage, the abstract was sent out to the individual; in most cases, this was followed up with a telephone call to gather reactions to the document. The third stage consisted of participation in the problem-solving session at the FWL in April, 1980. When interviewees gave referrals, these individuals were contacted in like manner. There was no set amount of time allocated for each interview.

Categories of Information

Strategies for implementing information gathering were initiated in this phase. The categories of information sought are as follows:

Demographic information: Demographics were gathered regarding the potential population of elderly who might be interested in participating in this type of project; and, the number of families requiring child care services.

Needs of population: Hypothetical needs of parents, children, and the elderly were identified in the abstract. The catalogue of needs was expanded as new issues emerged from the needs sensing process.

Community receptivity: Attitudes toward the notion of an intergenerational child care project were considered to be a significant factor determining whether this type of program would succeed or not. For example, is the target community interested in supporting the concepts or in participating in activities that would lead to the eventual establishment of such a program?

Community support/resources: It was important to identify programs in the community which might enrich such a project. Advocacy groups, job information and referral agencies, child care switchboards, and intergenerational networks were the focus of this aspect of the investigation.

Training needs and resources for the elderly: What training might be available to older persons? Which skills might they have or lack? Which community groups might offer this type of training? The projection of additional training services required for a future project would be dependent on the collection of this data.

Economic factors: The type of payment arrangements or restrictions which might apply to the elderly needed to be investigated. Issues pertaining to social security benefits, eligibility for low-income housing, etc. were reviewed.

Legal barriers: A preliminary review of the literature indicated that legal barriers might hamper delivery of services, or the ability of the program to attract participation by the elderly. Issues relating to

payment to the elderly, effects upon SSI and other earned benefits, tax incentives and legal restrictions to providing care in the local community would have to be reviewed.

Child care service needs: What types of child care services might be needed by parents? how often? During what hours should they be provided? in what type of setting? It would be valuable to know what types of services the elderly might or might not want to provide, as well as the reason for the choices, this information might affect the ability of the program to attract older individuals for participation. In an effort to avoid duplication of services, project staff also wanted to know what child care options were currently offered.

Key individuals selected to be interviewed included people from the following categories:

- senior citizen job counselors
- gerontologists
- senior citizen program administrators
- child development project administrators
- church social service programs
- intergenerational child care programs
- senior advocacy groups
- minority group aging programs
- federal aging programs
- state aging programs
- senior citizens
- parents
- demographic research personnel

Several people from each group were interviewed. Certain individuals represented more than one group.

Phase IV: Information Analysis

The information generated by interviews, reactions to the project abstract and the problem-solving session were evaluated during this phase.

Information collected was grouped according to the major categories (page 11) developed for gathering information in Phase III. Any recommendations or information obtained that did not fall readily into these categories was also recorded and utilized. The evaluation of the information was designed to provide insights into the development of a child care project which would expand employment opportunities for the elderly. If syntehsis of the information indicated that changes were necessary in the original intergenerational program design concept then alterations would be made for a future project during the summary phase of the study.

Phase V: Summary of Findings

A summary of findings was intended to indicate whether the proposed intergenerational child care project appeared to be feasible. Conclusions were drawn in relation to known and projected community needs, community receptivity, community support and resources, training, legal and economic issues, and desired service products. Projections related to future directions the project might take were formulated in this final reporting phase.

Study Findings

Sixty-five individuals were contacted and a total of 147 interviews were conducted. In a number of instances, more than one interview session was held with the interviewee. In addition to the interviews, a problem-solving meeting was held at the Far West Laboratory toward the end of the information-gathering phase. Fifteen individuals participated in this two-hour discussion session. A more intensive review of specific topics and issues related to intergenerational program planning which were raised during the study were discussed (see Appendix B).

Data was gathered for all of the contacts described previously, and the analyzed information yielded the following findings:

1. Demographics

Demographic information on the elderly revealed the following trends. The Population Research Unit report of the California State Department of Finance (July, 1978) indicates that the population of individuals over 60 in San Francisco ranges from 20-22% of the total population, or approximately 100,000 people. This figure represents a concentration of almost twice the national average for that age group.[8]

The Regional Area Six, San Francisco Commission on Aging indicated that racial composition within the over-60 age group in San Francisco is as follows: 6% Black, 8% Hispanic, 7% Asian, less than 1% Native American, and 79% non-minority Caucasian. In general, the population of older individuals is evenly distributed throughout San Francisco proper; however, elderly members of minority groups tend to be located in lower-income areas in the city, as might be anticipated.

Family Demographics

Recent statistics indicate that in 1979 there were over thirty-five thousand children under the age of six in San Francisco.[9] Projected 1981 figures for women in the labor force in San Francisco suggest that there are in excess of 140,000 females who are employed or seeking employment.[10] These figures help to indicate the large volume of families which potentially are looking for child care services in the bay area. Conversations with city planning officials in San Francisco point to the fact that families with young children tend to be located in the less affluent areas of the city. In many cases families with young children and the elderly gravitate to the

same areas because lower cost housing is available in those locations.

2. Elderly Needs

All individuals contacted felt that: 1) older persons ought not to be discriminated against should they desire to seek or retain employment; 2) an expansion of job opportunities for the elderly, regardless of whether these involved work with children, was a good idea; 3) peer association among the elderly is needed. Although there was support for building self-esteem and self-reliance among individuals over 60, most of the people interviewed did not focus on this particular issue.

On the issue of integrating older persons more fully within the community, those interviewed registered divergent opinions. Many people who work directly with senior citizens felt that older persons are more comfortable with their peers, rather than in a mixed age-group setting. By contrast, those individuals working in intergenerational programs strongly supported continuing efforts to involve seniors in the community at large.

Most of the people interviewed were in agreement that older individuals, when they choose to work, prefer part- rather than full-time employment. In general, outside interests, stamina, and legal restrictions on the amount of allowable earned income define this preference. Many key individuals felt that a program that could institute flex-time, job teaming, or shared responsibility concepts for caring for children would be more popular with older persons.

When individuals were asked directly about the elderly working with children, reactions were again divided. Many felt that older persons would not be interested in child care employment for the following reasons.

1. They have already raised their own children and do not want to assume the responsibility again.

2. They do not want to be isolated in a home alone with children and no adult contact.

3. The demands of child care are too great for the stamina of the older person.

4. The amount of money they would earn in roles as caregivers would not be great enough to attract them to provide this service.

5. They do not want to be around childhood illnesses because of their own fears of contracting the disease.

In contrast, interviewees who indicated that they had positive attitudes toward the idea of an intergenerational child care project tended to consider: 1) any type of program of this nature a good idea; 2) that the older people most likely to be interested in this type of work would be women who had had enjoyable experiences with children in the past; 3) that no matter what recruitment approaches were used, if someone was not interested in working with children he or she would not be persuaded to change; 4) that it was important for old and young to share experiences together; 5) that professionals had positive experiences with older persons in their programs and were anxious to see more intergenerational activity; 6) that multigenerational relations can be rewarding and pleasurable; and children need to come to appreciate the process of growing older.

3. Child Care Needs

It is generally recognized across the country that child care needs far exceed the availability of services.

Project staff contacted the Child Care Switchboard in San Francisco, one of the major information and referral offices in the area. The Switchboard is a heavily utilized service: from October through December 1979, this

information and referral project received over 1,500 telephone calls from individuals seeking child care placements.[11] Information from the Switchboard research department was used as a basis to determine child care needs for this study. The following statistics, taken from the Switchboard's "Child Care Needs in San Francisco" report of May, 1980, reveals the major trends in the city: 1) Parental preferences for child care services were based on choice of setting or caregiver and cost considerations, i.e., not many families could afford in-home babysitters; 2) Parents appear to be most concerned about obtaining affordable full-day services rather than about whether those services are center- or non-center based or whether they are provided by ethnically similar child care workers; 3) The issue of flexible hours seems to be superseded by the fact that most parents need full-time days rather than part-time or odd-hour evening care.

Of particular concern was needed care for infants: 1) In 1977, 35% of all child care requests, out of the approximately 1,500 received at the Child Care Switchboard, concerned care of infants. In 1979, the figure increased to 44% of all requests; 2) Requests concerning infants, ages birth - 6 months rose during these two years from 12% to 16%; requests for the 7 - 23 month age group rose from 23% to 28%; 3) Since 1970, 70% of all infant care requests have been for full-time care (at least 32 hours/week).[12]

4. Community Services and Resources

A diversity of groups within the San Francisco Bay Area were contacted to gain a better understanding of services which were available to the elderly within the local community. The services provided by the groups represented a wide range of offerings which included job placement, training, recreational opportunities, health and meal services, social welfare benefits, inter-

generational child care projects and volunteer activities sponsored by local church groups. Individuals representing these programs were contacted for interview by the project staff.

Several programs contacted were identified as utilizing the elderly in the provision of child care services. Foster Grandparents, the Intergenerational Child Care Project at the University of California Medical Center, Asian Incorporated's Family Day Care Project and Experts Program, run by the Unitery were major programs in this category.

Key individuals in local government were also interviewed by staff. They reported awareness of a lack of linkage between community service groups. These individuals strongly urged the Far West Laboratory to participate in networking facilitation between services in the fields of child care and aging in the city.

Interviews and the problem-solving session indicated that there appeared to be a lack of coordination and mutual knowledge among service providers. This situation was highlighted by the fact that most of the key individuals invited to participate in the problem-solving session at the Far West Laboratory had never had the opportunity to meet or exchange ideas prior to this time.

5. Economic and Legal Issues

There are two major federal programs that directly benefit the elderly in the area of income maintenance. These are: the Old Age Survivors Insurance Program (Social Security) and the Supplemental Security Income Program (SSI). Social security pays monthly income benefits to individuals who are retired workers, and to their dependents or survivors. The SSI Program is designed to provide subsistance-level incomes for older

individuals who have no other guaranteed source of support. SSI payments may be used to supplement other federal dollars received by program recipients. Restrictions on the amount of additional income older individuals can earn has a direct impact upon the employment patterns of the elderly. The federal government has placed income earning ceilings on the amount of money that a given individual can earn above and beyond either Social Security or SSI payments. In most cases, an older person cannot exceed $5,000 in earnings per year; for every two dollars over this fixed amount, a full dollar is subtracted from the monthly payments received. Other benefits, such as federal low-cost housing and Medicaid, may also be jeopardized by exceeding this income level. Since affordable housing and spiralling medical costs are major concerns for the elderly, this income restriction, in great part, was felt by interviewees to act as a deterrent to older individuals' actively seeking employment. It should be noted that some individuals need additional job credit time in order to qualify for OASI benefits. Therefore, minimal employment through an intergenerational program might enable an older person to enjoy benefits which they previously were not eligible to receive.

By act of Congress, certain federal programs (such as Foster Grandparents) have been able to arrange non-taxable stipends which are not included in "total income earned" categories. These stipends not only serve as financial incentives to involve the elderly in the working community, but also permit them to earn additional income without fearing the loss of other benefits.

The restrictions placed on income appear to discriminate indirectly against older persons by penalizing them for working on a more than limited basis. Key individuals interviewed felt that special stipend payments would dramatically improve the chances of attracting older persons to an intergenerational child care program.

6. Training Needs

Key individuals likely to know the child development training needs of the elderly were asked to address training issues. There was a concensus that a comprehensive training program should be offered in conjunction with the project; all existing intergenerational programs had training components associated with them. In some cases, training was delivered by project staff; in others, it was provided through other programs. Training sessions usually spanned a period of several weeks; when possible, programs offered a small stipend or reimbursement for attending the workshops. Because of the extensive experience that feasibility study project staff have had in child development training, information regarding specific content and approaches to delivering training were not pursued with interviewees.

7. Child Care Services

Our interviews with local child care experts uncovered some very useful information. For example, the services needed by families (as stated by members of the child care community) did not match with the services the elderly would want to provide (as stated by those interviewees who work with older persons).

Statistics gathered by the Child Care Switchboard (see Appendix A) revealed that the greatest child care need is for full-time care in <u>family child care home settings</u>. Infant care is definitely in greatest demand. After-school care for elementary-age children was another prominent area of need. Services of a more specialized nature, such as emergency care or care for the handicapped child, were not singled out for mention. Care for the sick child, an item not originally identified on the services lists, was

mentioned by individuals at the problem-solving sessions as a significant parental need.

On the other hand, those individuals with experience in working with older individuals indicated that part-time care preferably in a center-based or non-isolated setting would be the elderly's first choice. Many people in the field of elderly job placement felt that the care of children with greater than average needs would present more of a responsibility than the older worker might desire. However, those individuals who were involved directly in intergenerational programs that had served children with special needs were not overly concerned about the extra burden this type of care might present.

The notion of teaming two older part-time workers was mentioned as a means of overcoming the problem of parental work schedules which necessitate full-time care for their children.

All the interviewees who indicated positive attitudes toward intergenerational programs mentioned that the elderly cannot be considered as a "group" in terms of their interests and needs related to working with children. Individual preferences must be taken into account if a program is to be successful.

CONCLUSIONS

Information gathered during the course of the feasibility study has provided project staff with valuable data regarding the future directions that an intergenerational child care project should take. The findings of the study necessitate certain modifications in our original conception of an elderly staffed child care program.

1. Demographics

The demographic information collected in the San Francisco Bay Area supports several of the original contentions.

1. There is a large number of working or potentially employable parents.
2. There is a high concentration of individuals over 60 in San Francisco (two times the national average).
3. Low-income working families with children and elderly are often clustered in proximate or the same neighborhoods.

2. Parental and Elderly Support Service Needs

Information gathered through the Child Care Switchboard and other child care groups has clearly indicated that there is:

1. a large volume demand for all types of child care services;
2. the types of child care most needed are care for infants;
3. family day care appears to be preferred to center-based care due to its lower cost and convenience.

The needs of the elderly were perceived to vary greatly because of the diversity of this particular social group. There was general agreement from individuals interviewed that:

1. There is a need for expanding many different types of employment opportunities for older individuals.

2. Child care should be offered as one of these.

3. Older persons would prefer flexible working situations, i.e., part-time child care employment rather than a full-time job.

4. Hourly rates should be high enough to avoid exploitation of the older worker.

5. Some older individuals might want to work without payment, and that this factor should be included in the design of any program.

6. Support services such as free medical checkups, food services, etc. should be offered as incentives.

The findings pointed to the fact that child care services would need to be matched to the needs and preferences of older workers on an individual basis. It may be difficult to predict the specific types of services that the elderly would provide prior to determining their own working interests.

3. Community Receptivity

Community receptivity to the idea of an intergenerational child care program that would provide employment opportunities for the elderly was mixed.

A. Parents and family support service professionals.

1. They were generally in favor of the idea of intergenerational experiences.

2. They questioned whether older persons could provide full-time, consistent care.

3. They felt the part-time, flexible child care arrangement older persons prefer might be a problem for the working parent requiring full-time care.

In general, however, the idea was positively received by members of this group both because they support the concept of intergenerational program planning and because services to families desperately need to be expanded.

B. Individuals providing services primarily to the aged.

1. They seemed less enthusiastic about the concept than other groups.

2. They perceived child care as an unappealing, tedious job that most older persons would not find to their liking.

3. They seemed convinced that, despite needs for augmenting income, many of the older individuals with whom they were in contact would not want to enter this type of employment situation.

However, professionals working directly with older low-income minority groups felt that the proposed child care job opportunity might be of interest to their clients who had the greatest need to augment their incomes.

C. Intergenerational child care program professionals,

1. Felt that the program could be implemented with some modifications.

2. Believed that the opportunity for elderly employment training and placement should be expanded in the local community.

3. Felt there was a need to develop innovative strategies to attract older persons to the program.

4. Community Resources: Support and Need

Several successful intergenerational programs are presently ongoing. It was felt that any new program should avoid duplication of services. This could be accomplished by focusing on the following needs:

1. Services such as care for the sick child, after-school care, and infant care should be created since other programs are not adequately meeting these particular needs.

2. The critical need for better communication between agencies that serve families with children and those assisting the elderly. Professionals in both these groups would benefit from a better understanding of other community group services and needs.

3. Need for more knowledgeable employment counselors about child care employment opportunities and agencies that handle child referrals to keep elderly persons seeking to provide service to families.

4. Training and support services for the elderly which could be arranged through ongoing programs.

5. Child Care Service

The services most needed by working parents as recognized by the child care community included:

1. Full-day care (all ages);
2. Infant care (full-day);
3. After-school care.

Service professionals in the field of aging felt that the elderly would most likely prefer to deliver care on a part-time basis in a non-isolated setting, i.e., center-based in small groups. After-school care was seen as problematic due to concerns about older persons having to travel to or from job sites at night. Infant care was not popular because of the additional demands of that age group.

These findings point up certain conflicts between the service needs of families and the ability or willingness to deliver specific types of care on the part of older individuals. Alternate strategies will need to be developed to accommodate the desires of both groups.

RECOMMENDATIONS

The feasibility study indicates that there is both sufficient demand for child care services and adequate need for elderly employment expansion within the field of child care to merit the development of an intergenerational child care service program.

Family day care services are the most popular with parents because of cost and location, while center-based care is preferred by the elderly. If means could be found to reduce the isolation that older persons might experience in the family day care setting (for example, by clustering or teaming family day care providers), elderly might choose to work in family day care. Another popular alternative would be center-based child care programs in which the costs to parents are comparable to family day care rates. This choice might become feasible if funds other than strictly parent fees were found to support the cost of the center.

Only rarely do older persons want to provide full-time care. Therefore, the notion of teaming elderly workers with a family or within a program might be appropriate.

A program could be established that would make many service options available to the older worker, thus, many different types of care (e.g., infant, after-school, sick care) could be provided depending on the interest and training of the older individual. The program would have to take into account the need for flexibility in time commitments and payment arrangements for the older person.

A special benefits program should be instituted as part of the project. Benefits might include health services, transportation costs, training and work stipends, meals, and other social and recreational incentives.

Efforts to bring members of the child care and aging service communities into closer contact with one another should continue. The successful implementation of an intergenerational program would be greatly enhanced by this type of networking in the local community.

FUTURE DIRECTIONS

Project staff recognize the need for expanding employment opportunities in child care services for the elderly. The feasibility study provided insight into the particular barriers to the development of intergenerational projects. Plans are underway to use the information gathered to design a child care service project that will realize the goals of expanding family support services while providing meaningful life experiences and employment opportunities for older individuals. A more immediate goal is the facilitation of communication between social service groups assisting families and those working with the aging within the San Francisco Bay Area.

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APPENDIX A

1A . . . . . U.S. Population Age 65 and Over

2A . . . . . Labor Force Participation Rates of Women Maintaining Families

3A . . . . . Daytime Care Arrangements of Children 3 to 13 Years Old

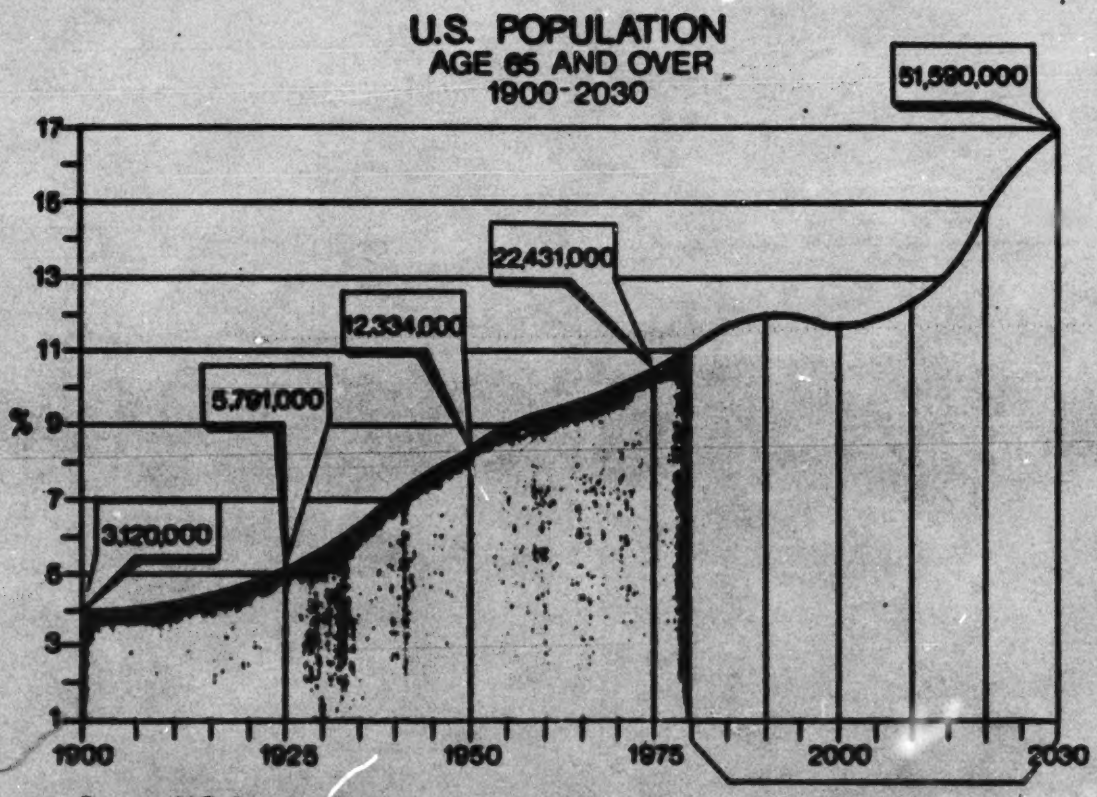
4A . . . . . Labor Force Participation Rates of Women by Marital Status

5A . . . . . Labor Force Participation Rates of Married Women, Husband Present, by Presence and Age of Children

6A . . . . . San Francisco Unmet Child Care Needs

7A . . . . . Parental Child Care References

U.S. POPULATION AGE 65 AND OVER



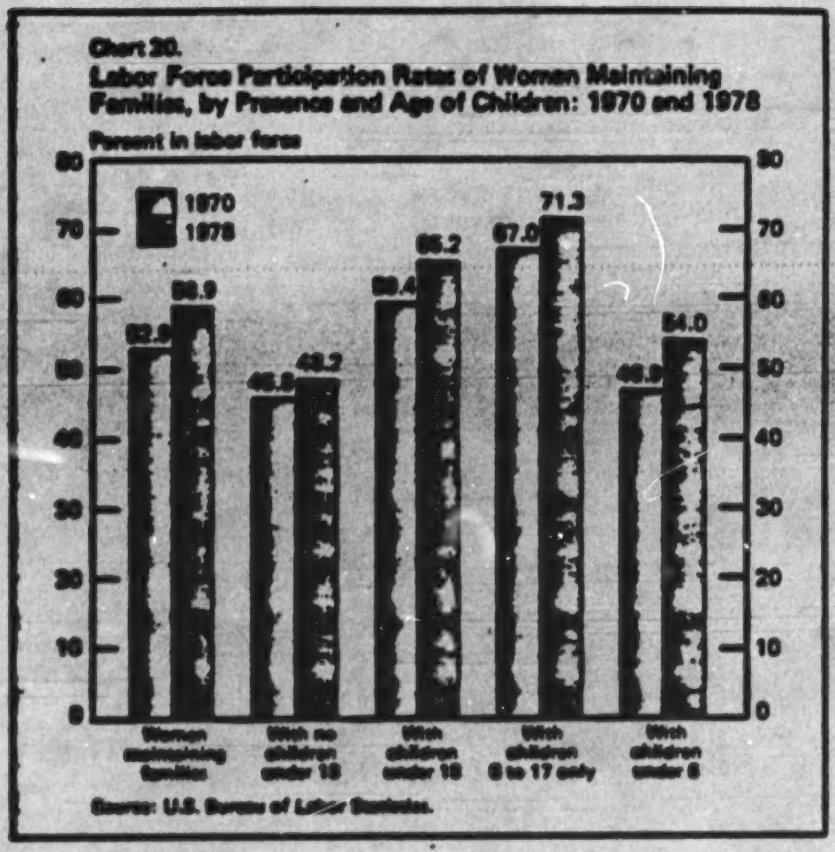
Source: U.S. Census Bureau

AGE GAUGE – Chart shows the percentage of the American population 65 and older from 1900 to 1975, with predictions for 1980 to 2030.

LABOR FORCE PARTICIPATION RATES OF WOMEN MAINTAINING FAMILIES

One-half of the lone mothers of preschoolers are in the labor force.

The pattern of worker rates by presence and age of children for women who maintain a family with no husband in the home is, as expected, uniformly higher than that for married women living with their husband.

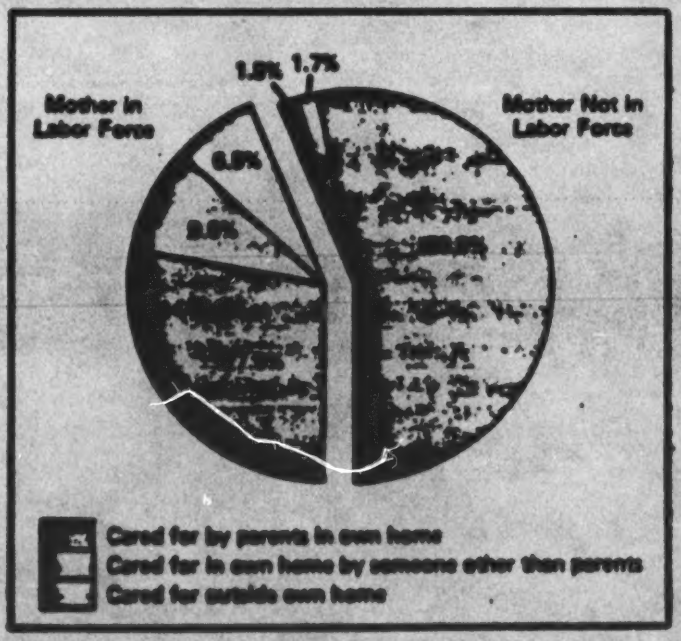


DAYTIME CARE ARRANGEMENTS OF CHILDREN 3 TO 13 YEARS OLD

Almost nine-tenths of children 3 to 13 years old are provided day care in their own home.

Most children are provided daytime care by their own parents if their mother is not in the labor force, while three-fifths of those with their mother in the labor force receive daytime care from their parents. Most of the children of working mothers are of school age.

Chart 21.
Daytime Care Arrangements of Children 3 to 13 Years Old, by Labor Force Status of Mother: 1974 and 1975



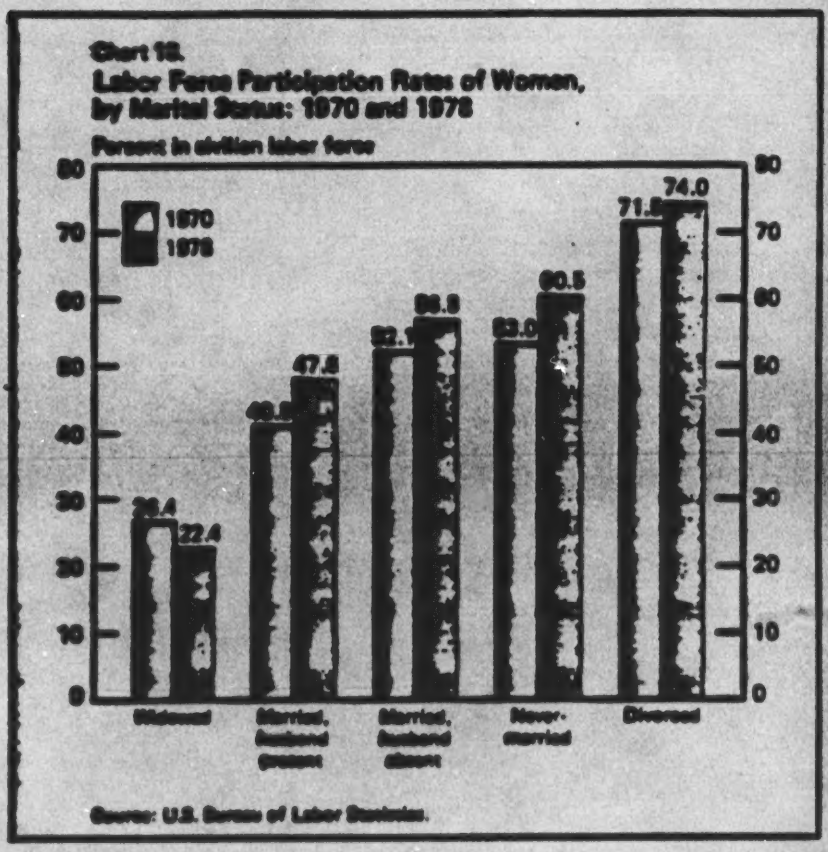
Source: U.S. Bureau of the Census.

LABOR FORCE PARTICIPATION RATES OF WOMEN BY MARITAL STATUS

Labor force participation rates among women continue to be clearly highest among the divorced.

Three of every four divorced women are in the labor force, compared with one of every two married women. Since almost nine-tenths of widows are 65 years old or older, only one-fifth of the 10.1 million widows are in the labor force. Rates of employment increased most in the 1970's for married women and never-married women.

Chart 18.
Labor Force Participation Rates of Women, by Marital Status: 1970 and 1978



Source: U.S. Bureau of Labor Statistics.

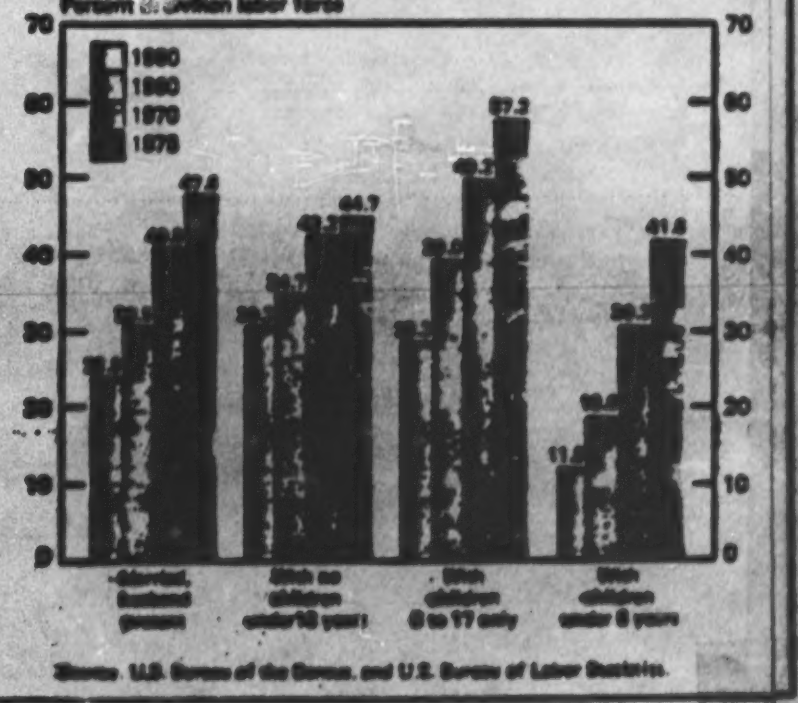
5A

LABOR FORCE PARTICIPATION RATES OF MARRIED WOMEN, HUSBAND PRESENT, BY PRESENCE AND AGE OF CHILDREN

Labor force participation rates have increased most rapidly for married women with children of preschool age.

Between 1950 and 1978, the labor force participation rate more than tripled for married mothers of preschoolers, doubled for those with school-age children only, and increased by one-half for those with no young children. Most of the increase since 1960 occurred from 1960 to the present as the birth rate declined and the level of education of women increased sharply.

Chart 19.
Labor Force Participation Rates of Married Women, Husband Present, by Presence and Age of Children: 1950-1978



Source: U.S. Bureau of the Census, and U.S. Bureau of Labor Statistics.

SAN FRANCISCO UNMET CHILD CARE NEEDS

DOCUMENTATION OF UNMET CHILDCARE NEEDS

Below are descriptive statistics which document the unmet need for childcare in San Francisco. Data were gathered from the number of persons contacting the Childcare Switchboard for childcare referrals during the quarter October - December, 1979.

A. Total number of children for whom childcare was requested: 1,536.

B. TABLE: Unmet Needs by Age of Child and Time Category

AGE OF CHILD	TIME CATEGORY: Regular Full-time	Regular Part-time	Before and/or Afterschool	Occasional	Temporary/ Emergency	Other	TOTAL # CHILDREN BY AGE
Birth-6 mos.	150	68	-	14	7	1	240
7-23 mos.	246	143	-	36	14	3	443
2-2.11 yrs.	156	52	-	20	10	1	239
3-5.11 yrs.	223	90	43	37	13	6	412
6-8.11 yrs.	4	4	50	21	8	-	87
9 - 14 yrs.	1	6	12	10	6	1	36
TOTAL # CHILDREN BY TIME CATEGORY	780	364	105	138	58	12	1457

79 *

TOTAL 1536

Figures in this chart represent numbers of children.

*Missing Data: Children for whom data were not recorded.

This chart represents data compiled for all children for whom childcare referrals were requested and data were recorded. (N = 1,396) Only one response was recorded for each child.

PARENTAL PREFERENCE:

Type of Childcare By Time Category	Age of Child: Birth - 6mos	7 - 23 mos	2-2yrs 11mos	3-5yrs 11mos	6-8yrs 11 mos	9-14 yrs
I. FULLTIME CHILDCARE	N = 232	N = 422	N = 232	N = 392	N = 83	N = 35
A. Family Daycare Home	84 (36 %)	126 (30 %)	49 (21 %)	27 (12.8%)	4 (50 %)	- (- %)
B. Babysitter - Parents' Home	19 (13 %)	23 (10 %)	9 (4 %)	11 (5 %)	3 (37.5%)	2 (100%)
C. Childcare Center	29 (19 %)	64 (27 %)	85 (56 %)	161 (74.5%)	1 (12.5%)	- (- %)
D. Other Fulltime Service/ Facility	- (- %)	- (- %)	- (- %)	- (- %)	- (- %)	- (- %)
E. Family Daycare or Center	5 (3 %)	12 (5 %)	13 (8 %)	8 (4 %)	- (- %)	- (- %)
F. Family Daycare or Babysitter	4 (3 %)	3 (1 %)	- (- %)	2 (1 %)	- (- %)	- (- %)
G. Any Fulltime Service	9 (6 %)	9 (4 %)	8 (5 %)	7 (3 %)	- (- %)	- (- %)
TOTAL	150 100%	239 100%	153 100%	216 100%	8 100%	2 100%
II. PART TIME CHILDCARE						
A. Family Daycare Home	28 (42 %)	57 (40 %)	14 (25 %)	16 (18 %)	1 (20 %)	- (- %)
B. Babysitter - Parents' Home	25 (37 %)	42 (29 %)	15 (27 %)	27 (30 %)	2 (40 %)	8 (89 %)
C. Childcare Center	5 (7 %)	16 (11 %)	20 (36 %)	38 (43 %)	- (- %)	- (- %)
D. Parent Co-Op	- (- %)	1 (1 %)	1 (2 %)	3 (3 %)	1 (20 %)	1 (11 %)
E. Playgroup	- (- %)	14 (10 %)	2 (4 %)	- (- %)	1 (20 %)	- (- %)
F. Babysitting Exchange/Co-Op	3 (4 %)	3 (2 %)	- (- %)	- (- %)	- (- %)	- (- %)
G. Other Part Time Service/ Facility	1 (1 %)	- (- %)	- (- %)	- (- %)	- (- %)	- (- %)
H. Family Daycare or Center	- (- %)	3 (2 %)	1 (2 %)	1 (1 %)	- (- %)	- (- %)
I. Family Daycare or Babysitter	2 (3 %)	2 (1 %)	- (- %)	2 (2 %)	- (- %)	- (- %)
J. Any Part Time Service	1 (1 %)	1 (1 %)	2 (4 %)	2 (2 %)	- (- %)	- (- %)
TOTAL	67 100%	143 100%	55 100%	89 100%	5 100%	9 100%
III. AFTERSCHOOL CHILDCARE						
A. Family Daycare Home	- -	- -	- -	11 (26 %)	16 (33 %)	7 (58 %)
B. Babysitter - Parents' Home	- -	- -	- -	4 (9 %)	13 (27 %)	1 (8 %)
C. Childcare Center - Afterschool Program	- -	- -	- -	11 (26 %)	6 (8 %)	1 (8 %)
D. Afterschool Program - Other Agency	- -	- -	- -	12 (28 %)	8 (17 %)	1 (8 %)
E. Family Daycare or Center	- -	- -	- -	1 (2 %)	2 (4 %)	- (- %)
F. Family Daycare or Babysitter	- -	- -	- -	- (- %)	- (- %)	1 (8 %)
G. Any Afterschool Service	- -	- -	- -	4 (9 %)	3 (6 %)	1 (8 %)
				43	48	12 100%

APPENDIX B

1B . . . . . Study Abstract

2B . . . . . Hypothesized Elderly and Working Parent Needs

3B . . . . . Proposed Services and Employment Opportunities

4B . . . . . Interview Process Questions

5B . . . . . Problem-Solving Meeting Discussion Questions

1B

NON-CENTER BASED CHILD CARE PROVIDED BY THE ELDERLY

Abstract

STATEMENT OF PROBLEM

1. Lack of low-cost, non-center based, quality child care services that meet the varying needs of middle- and low-income working and non-working families.
2. Lack of meaningful experiential and employment opportunities that meet the needs and interests of the elderly.

PROPOSED LONG-RANGE SOLUTION

1. The creation of a system for the delivery of quality child care service by the elderly within the local community which is affordable, meets the needs of working parents, and provides training, coordination and meaningful employment for the elderly.

SHORT-RANGE APPROACH

Needs Assessment/Feasibility Study

Before it is possible to complete a design or implement the proposed family child care support system staffed by the elderly, it is apparent that a thorough needs assessment and feasibility study must be undertaken. Though needs and goals have been hypothesized for such a project, a great deal more information remains to be collected before a program can be tailored to truly meet the particular demands of a given community. The nature of existing services, and community receptivity and attitudes toward the proposed type of plan are a mere sample of information which must be gathered prior to the implementation of a successful service program.

Therefore, it is proposed that a short-term pilot study be undertaken to investigate these and other questions. After the completion of the needs assessment and feasibility study, decisions will be made for designing a long-term service delivery model in response to the stated problem.

HYPOTHESIZED ELDERLY AND WORKING PARENT NEEDS

ANTICIPATED NEEDS

1. Needs of the Elderly.

   a. Freedom from discrimination based upon age in job opportunities and placement.

   b. Expansion of job opportunities in the community.

   c. Job settings which permit flexible working conditions (hours, remuneration).

   d. Job skills training opportunities.

   e. Opportunities to develop peer group associations.

   f. Ability to determine the amount of income to be generated by work.

   g. Opportunity to develop integral function in the community.

   h. Opportunity to interact with a variety of age groups in society.

   i. Opportunity to build self-esteem and self-reliance.

   j. Recognition of progress or accomplishment in work setting.

2. Needs of Parents.

   a. Expanded non-center based, high quality child care.

   b. Locally based or in-home service options.

   c. Caregivers able to deliver flexible hours or service to meet family needs.

   d. Caregivers whose cultural background and lifestyle and values more closely match a family's experience and expectations.

   e. Convenient location of child care service to reduce transportation burdens.

   f. Affordable service.

3. Needs of Child.

   a. Safe, stable caregiving environment.

   b. Consistency in care.

   c. Nurturing caregiver.

   d. Opportunities to develop cognitive, social, and emotional skills.

   e. Need to have physical requirement met appropriately.

   f. Continuous supervision by responsible person.

PROPOSED GOALS (RELATED TO NEEDS)

1. To provide expanded, meaningful employment opportunities for the elderly in the field of child care.

2. To create job experiences for the elderly that foster a sense of personal accomplishment, self-worth, and identity as a valued contributor to the community.

3. To provide flexible working situations that meet the financial needs of both the elderly caregiver and parent requiring service for his/her child.

4. To provide expanded quality non-center based child care service options to families on the local level.

5. To insure that service arrangements enhance the stability of the family unit, and promote the growth and development of the young child.

6. To organize a work force of qualified, trained elderly persons to deliver service.

7. To facilitate a match between caregiver and family that recognizes cultural preferences, lifestyle values, and patterns of child rearing.

PROPOSED SERVICES AND EMPLOYMENT OPPORTUNITIES

PROPOSED SERVICES

1. Full-day, in-home care.
2. After school care.
3. Residential/weekend care.
4. Emergency care.
5. Care to high-risk or handicapped children.
6. Part-day care.

INTERVIEW PROCESS QUESTIONS

1. Background information:
   a. Are you involved in a program that serves seniors?
   b. Describe the program briefly (funding, function, etc.).
   c. Are you working in collaboration with other agencies?
   d. How many seniors are involved in the project?

2. Reaction to proposal:
   a. Do you feel there is a need for the type of service proposed?
   b. Does this notion appear to be feasible in this community? If not, why?
   c. Are there other agencies who are providing this type of service?
   d. If the initial idea does not appear feasible, are there changes that could be made to make it workable?

3. Resources:
   a. Do you know of other individuals or programs in the community that might be interested in sharing information with us?
   b. Do you know of literature that might be helpful to this study?

4. Participation:
   a. Would you like to participate in one or two meetings on this topic? If you do not have the interest or time, is there another individual involved in your project who might?

PROBLEM-SOLVING MEETING DISCUSSION QUESTIONS

Issues related to child care services provided by the elderly:

1. Criteria for the selection of participants in a program.
2. The type(s) of child care services to be provided.
3. Training necessary for program participants.
4. Financial considerations for service providers and families.
5. Support services needed for program participation.